

Continuous Provision Plan: Role Play Area

Development Matters – Ages and Stages	Vocabulary	Look, listen, note
<p>Three to Four Year olds</p> <ul style="list-style-type: none"> • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Take part in simple pretend play, using an object to represent something else even though they are not similar. <p>Reception</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Develop storylines in their pretend play <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play • Invent, adapt and recount narratives and stories with peers and their teacher. 	<p><u>Adults to introduce vocabulary</u></p> <p>Kitchen, pot, pan, food, wash, tidy, clean, mop, sweep, house, room, eat, drink, cook, chair, table, bake, family, window, plate, bowl, cups, tray, kettle, toaster, phone, sleep, mix, stir, knife, fork, spoon, cut, weigh, more, less, pour, menu, chef, serve, healthy, portion, imagine, pretend, real, dress up, feelings, sing, instructions, props, dance,</p>	<p>Do the children build their own narrative?</p> <p>Do they retell stories they have heard?</p> <p>Do they listen to others and play together?</p> <p>Do they use props in their play? Do they build their own props?</p> <p>Do they use language they have heard in stories?</p> <p>Do they bring their real world experience (eg from home) into their play?</p>

	retell, listen, act, story,	
Intended experiences	Permanent resources	Enhanced resources
<p>Making choices and organising their play independently.</p> <p>Expressing feelings and ideas.</p> <p>Developing speaking skills such as taking turns in a conversation. Using language to solve problems.</p> <p>Joining in and developing imaginative play. Responding to and recreating experiences.</p> <p>Communicating ideas through imaginative play. Writing for a purpose.</p> <p>Reading words in the environment.</p> <p>Developing counting, sorting and matching skills.</p> <p>Learning about size and shape through practical experience. Developing an understanding of the adult world.</p> <p>Developing their knowledge of other cultures. Practising manipulative skills.</p>	<p>Basic furniture (tables, chairs, oven, sink, draws etc.)</p> <p>Clothes</p> <p>Shoes, bags and hats</p> <p>Variety of pans, scales, jugs, bowls, wooden spoons etc.</p> <p>Plates, bowls, mugs and cutlery</p> <p>Play food or materials to represent food</p> <p>Tea towels, tablecloths, apron, oven gloves</p> <p>Books including cookery books, magazines, paper, pencils</p>	<p>Topic/interest/seasonal/festival/celebration related resources</p>

	Etc	
Characteristics of effective learning		
<p style="text-align: center;"><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> ● I can develop stories in my play. ● I can use language and ideas from stories I have heard. ● I can play with others, to create and act a story. ● I can share props and play equipment and cooperate with others. <p style="text-align: center;"><u>Active Learning</u></p> <ul style="list-style-type: none"> ● I can listen to others ideas to develop my play. ● I can keep on trying when things are difficult <p style="text-align: center;"><u>Creating and Thinking Critically</u></p> <ul style="list-style-type: none"> ● I can take part in simple pretend play. ● I can use pretend play to think beyond the ‘here and now’ and to understand another perspective. ● I can retell experiences and events in my play. 		

Continuous Provision – Common Play Behaviours Area: Role Play			
Behaviour	Dressing Up	Role play	Puppets
High-level	Explain own ideas for costumes	Create own props for role play	Use puppets to create own narratives
	linked to real or imaginary stories Make own costumes using open ended materials	Collaborate and imaginative Uses talk to develop and elaborate	Collaborate and imaginative play using talk to develop and elaborate ideas Make own puppets Select own resources as puppets e.g. paper bag/wooden spoon... Make theatre and perform to an audience Repeat the performance
Mid-level	Create own costumes using capes and open ended clothes Use ready made costumes in a narrative	Provocations (books, pictures, props) Unfamiliar domestic play Café Fantasy Open ended resources... boxes, tubes... Cooperative play using talk to explain and share ideas Asking adults for resources	Use puppets to retell known stories Cooperative play using talk to explain and share ideas Perform to another child
Emergent	Princess dresses, superheroes etc... Ready made costumes Adults select costumes for the setting Need assistance getting costumes on	Using props in a familiar way to re-enact familiar experienced either alone or with a friend Mimic adults Home Superheroes etc...	Explore puppets alone or alongside another child